DOCUMENT RESUME

ED 280 172 EA 019 282

AUTHOR Brown, Doris M.; Morrison, Marilyn
TITLE A Teacher-Professor Partnership Model for Career Ladder Assessment and Growth.
PUB DATE 5 Aug 86
NOTE 16p.; Paper presented at the Summer Workshop of the Association of Teacher Educators (Flagstaff, AZ, August 1986).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Career Ladders; College School Cooperation; Coordinators; *Developmental Programs; Elementary Secondary Education; Higher Education; Incentives; *Inservice Teacher Education; Institutes (Training Programs); *Professional Continuing Education; Rewards; Self Actualization; Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement; Teacher Promotion; Teacher Salaries
IDENTIFIERS *Clayton School District MO; *University of Missouri Saint Louis

ABSTRACT

This paper discusses a career ladder plan developed by the Clayton (Missouri) School District and the teacher assessment procedure developed to implement that plan. The basics of the plan include (1) a 20-step basic salary schedule, (2) a system of incentives and rewards available to each teacher at each stage of the career ladder, and (3) an evaluation system designed to promote continued growth personally and professionally. For each of five career stages (Probationary, Internship, Career Teacher, Career Teacher Extended Status, and Career Teacher Portal), evaluations, expectations, and incentives are spelled out. To carry out these guidelines, the School of Education, University of Missouri, created a procedure for teacher assessment and growth involving (1) collection of teacher performance data; (2) analysis of data by the teacher, evaluation coordinators, and the teacher's supervisor; (3) selection of a professor to work with; (4) development of a growth plan; (5) implementation of the plan; and (6) a final report on the teacher's development. Growth objectives are divided into three phases: immediate, intermediate, and long term. The first two are to be accomplished during one year, and the third is to be accomplished over three years. Outcomes are discussed under the following headings: (1) Outcomes for the Individual Teacher; (2) Factors Important to Success; (3) Benefits to the University; and (3) Benefits to the School District. (WTH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED280172

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Doris M. Brown

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A TEACHER - PROFESSOR PARTNERSHIP MODEL FOR CAREER LADDER ASSESSMENT AND GROWTH

Doris M. Brown

Associate Professor of Education
University of Missouri-St.Louis
8001 Natural Bridge
St.Louis, Missouri 63121
(314) 553-5791

Marilyn Morrison

Coordinator of Foreign Languages
School District of Clayton
7530 Maryland
Clayton, Missouri 63105
(314) 726-5210

August 5, 1986

This paper was presented at the summer workshop, "Insuring the Future Through Educational Leadership," Association of Teacher Educators, Flagstaf, Arizona.

EA 019 282

BEST COPY AVAILABLE

A TEACHER-PROFESSOR PARTNERSHIP MODEL for CAREER LADDER ASSESSMENT AND GROWTH

Doris M. Brown
University of Missouri -St. Louis

Marilyn Morrison
School District of Clayton

Introduction

To strive for excellence in teaching is a goal which will not become outdated. We all want our schools to be "eminently good: FIRST CLASS" (Merriam-Webster, 1985). Based on the numerous national and state reports there appears to be a sincere and "deep feeling that schools in America are so important to the well-being of this nation that we cannot afford to tolerate mediocrity." (Mallory, 1984) At stake is not simply the "present status of teachers but the future of the nation" itself. (Magrath, 1985). The challenge to educators, then, is not to gain acceptance of the goal of achieving excellence, but to determine which of the many reform recommendations and mandates to pursue.

Background

School District

The School District of Clayton, St.Louis County, Missouri elected in 1983 to develop a Career Ladder Plan as one means of stimulating and rewarding excellence in teaching. Over a two year period, district staff and their Board of Education worked side by side in three committees to develop a plan which "assumes that each teacher---proceeds through several stages of development during his or her career. This plan seeks to encourage personal growth and improved instructional expertise at each stage by providing:

a) a 20-step basic salary schedule with salaries ranging from $20,000 to $46,000, and opportunities to earn substantially larger amounts of money.

b) a system of incentives and rewards available to each teacher at each stage of the career ladder.

c) an evaluation system designed to promote continued growth personally and professionally." (Clayton, 1985)

For each of five career stages: Probationary, Internship, Career Teacher, Career Teacher Extended Status, and Career Teacher Portal; the committees spelled out a) expectations, b) evaluation, and c) incentives. While the incentives were quite specific, the process for evaluation and the expectations of the teachers in the evaluation were much less clear. This was particularly true of the Extended Evaluation which was to be made of each Career Teacher opting for the Extended Status stage, as well as for each teacher opting for passing the Career Teacher Portal (salary step 17- at this point salary is frozen until successful completion of an Extended Evaluation). External assistance was needed to develop and implement the Extended Status Evaluation system for over fifty teachers, counselors, and librarians electing this intensive evaluation during the 1985-86 or 1986-87 school years.

School of Education

The School of Education, University of Missouri-St.Louis was invited to submit a prospectus of a process for teacher assessment and growth that would carry out the guidelines of the Clayton Career Ladder Plan. We responded with enthusiasm. The National Commission on Excellence in Teacher Education in the report, "A Call for Change in Teacher Education," makes recommendations compatible with the plans of the School District of Clayton. Recommendation 15 states: "Teachers should be provided professional development opportunities and incentives so that they can consistently improve their practice." The report further recommends that teachers "should relate to opportunities for career development in collaboration with graduate schools of education." (Magrath, 1985) We viewed the invitation primarily as an opportunity to be of service to this highly respected school district, but also as a chance to revitalize our own programs of teacher education.

A major goal, set by Superintendent Earl Hobbs, was that the evaluation be "professionally rewarding and personally satisfying." The procedure outlined by a writing team of five education professors (Brown,1985) consisted of a) collection of teacher performance data, b) analysis of data by the teacher, a University Evaluation Coordinator, the teacher's immediate supervisor, and a Clayton Evaluation Coordinator, c) selection of a professor/colleague to work with the teacher through the Extended Evaluation year, d) development of a Professional Growth Plan, e) implementation of the plan, and f) submission of a final report on the teacher's development. A teacher support team consisting of the university consultant, the district supervisor, the Clayton Evaluation Coordinator, and the UM-St.Louis

Evaluation Coordinator worked with the teacher in formulating the Growth Plan objectives and activities, and in establishing benchmarks for assessing progress and needs. The evaluation process is graphically presented in Figure 1. (See Appendix)

The evaluation and growth procedure as reported in Figure 1 is to some extent field adapted. That is, the plan conceived by the external university writing team was modified at the local district level, both to better fit the intent of the Clayton Career Ladder Plan, and to accommodate new and viable ideas of administrators and teachers. Specifically, the Client Evaluation and the SRI Interview were prescribed in the Clayton Plan, while the Organizational Self-Protrait was added by the five building principals (see Figure 1: I-Database). In addition, since the district plan stated that an extended evaluation includes the regular Clayton evaluation, the upper road of II and III-Goal setting and Growth Planning -is included to show that the two evaluations are proceeding simultaneously.

A major expansion which occurred as the year progressed was the division of teacher growth objectives into three phases, based on time needed for successful completion. Each objective was termed Immediate, Intermediate, or Long Term. The Immediate and Intermediate ones were to be accomplished during the current year, with the Long Term objectives becoming the focus of a Three-year Growth Plan intended to guide the professional development of the teacher until the next opportunity to engage in Extended Evaluation.

Climate for Change

Throughout the 1985-86 year of the University of Missouri -St.Louis work with the School District of Clayton, attention was given to the critical need to be successful with the intervention effort. While the existing climate for change was essentially positive due to the fact that the district Career Ladder Plan was scheduled for implemention during that very year, there tends to be a pervasive resistance in elementary and secondary schools to major involvement of university professors. With this in mind, two compatable theoretical bases were used to guide decision-making. Wiles' "Educational Innovation Probability Chart" as adapted by Oliva (1984) was used for predicting success and determining which factors working against change needed attention, and the behavioral propositions assembled by Alfonso, Firth, and Neville (1981) in "School Supervision: A Behavioral System," served as a guide for daily interactions.

While most teachers liked the idea of the Career Ladder, and all teachers in the Extended Evaluation were there by choice, the 1985-86 group of twenty-eight evaluatees varied in receptivity to personal and professional change. It was assessed that while over half of the teachers were positive and accepting, the others initially were simply complying or even resistive. Within the broad time frame of ten months, teachers were allowed a good deal of individual pacing in order to achieve maximum understanding and benefits from the plan. By the end of the year, most teachers had changed their entry attitudes toward a more positive direction.

The Teacher Assessment and Growth Process

Collection of Teacher Performance Data

The extended evaluation commenced with the collection of data. The data base consists of seven elements.

The Entry Interview - The teacher was interviewed by the University Coordinator, with the Clayton Evaluation Coordinator recording responses. Each teacher responded to the same set of questions. They dealt with the teacher's perception of the Career Ladder Plan, his goals, and opinions on solutions to problems facing educators. The one-hour interview gave the University Coordinator the opportunity to get to know the teacher. At the same time, it caused the teacher to start thinking about self-assessment and personal growth.

Past Evaluations - The teacher was asked to examine his last two district evaluations, looking specifically for recommendations that had been made and not followed or goals that had been set and not yet accomplished.

The SRI (Selection Research Inc.) Perceiver - This developmental interview was made by the principal. It deals with teacher aspirations and attitudes. The purpose is to give the principal an opportunity to know the teacher more thoroughly, and the teacher an occasion to express his opinions on teacher and principal communication.

The Client Survey - Each student of the teacher was asked to respond to a set of statements about the teacher. Students were asked to respond honestly "because the teacher wants to find areas in which he can improve." The surveys varied to suit the grade level of the students, but all dealt with classroom atmosphere and organization, teacher effectiveness and skill in motivating learners, and rapport between the teacher and his students. The high school teachers were permitted to add statements concerning specific aspects of their courses. The elementary teachers surveyed parents as part of their client group. Librarians and counselors surveyed teachers as well as students. The student responses were the element of data which the teachers

viewed as most significant.

The Organizational Self-Portrait - The teachers wrote a description of their strengths in the classroom, their contributions to the department or grade level team, and their contributions to the school and/or district as a whole. They then wrote areas in which they would like to improve and suggested ways in which they could contribute more.

The Supervisory Observation - This was a preliminary classroom observation made by the teacher's prime evaluator and discussed with the teacher. No formal report was written on the observation. The purpose was to give the evaluator a chance to see the teacher in action in the classroom.

The Professional Resume - Each teacher prepared a complete, detailed resume. It included teaching experience, preparation and continuing education, areas of certification and expertise, leadership in inservice, curriculum work and student activities, membership and leadership in professional organizations, special achievements and honors, other training and job experience, and the teacher proficiencies and outside interests.

The above information became the teacher's professional portfolio. It was felt that it gave the teacher, as well as the teacher educator and others assisting with the evaluation, a chance to reflect on his past, present, and future as a professional educator.

Individual Analysis and Professional Growth Plans

Once the data base was put together, the individualized assessment and planning began. Each teacher was instructed to look closely and critically at each piece of data and assess his own strengths and weaknesses. Based on the analysis, the teachers were to propose four or five for their professional development. These were later translated into specific objectives. The goals were to pertain to classroom instruction, to the academic department or grade level, and to the community or profession at large. It was understood that any instructional deficiencies revealed by the data had to first be addressed. Needs of the building or school district were also considered important. Additionally, the teachers were encouraged to choose as a goal the commencement or completion of "that one big project they'd always wanted to do."

While the teacher was planning his goals, the data were also being examined by the university coordinator, the district coordinator, and each teacher's primary evaluator: building principal, assistant principal, or department chair. After examining the data and the teacher's projected goals for the evaluation year, the university coordinator gave the

portfolio to the UM-St.Louis consultant agreed upon by the teacher. We now had the full team which met periodically to assess and assist.

The External Consultants

The outside consultants were people with special areas of expertise and a "track record" of success with working with elementary and secondary school personnel. While they were drawn primarily from the university, they also were selected from area school districts and St.Louis businesses. They became the teachers' mentors. Each consultant received orientation from the UM-St.Louis Evaluation Coordinator as to the role he was to play in working with the teacher and with the School District of Clayton.

In the following months the mentors worked closely with the teachers: conferring with them, providing resources, observing them in and out of the classroom, advising or giving personal counseling, and generally helping them to appropriately and successfully complete the Extended Evaluation. Toward the end of the school year, each consultant wrote a Final Report of the activities and progress of the teacher toward completion of the objectives. They also met with the teacher's district evaluator and team to discuss progress for the year, and to give input into the three-year plan for continuation of professional development. In most cases, the consultant's task ended at this point. In some cases, the consultant will continue to work with the teacher, albeit less intensely, as he continues with long term goals.

Perhaps it should be noted here that the principal, of course, retained his responsibility for the summative evaluation of each teacher. He also kept informed of all formative evaluation activities by being a member of the teacher's support team. A centralized record was maintained of all events and documents pertaining to each individual's Extended Evaluation, both the district component and the university component.

In addition to the individual professor-consultants, a team of three professors from The School of Education, UMSL, met with all teacher evaluatees in a nine-hour workshop on research in motivation teahniques and teacher effectiveness. The teachers' response to the training was so positive that an expanded version of it was given for the teachers who are now beginning the 1986-87 Extended Evaluation process. We believe that this years' group will have less trouble formulating their goals and planning activities to meet them

because the workshop gave them a pedigogical foundation, vocabulary in common, and ideas on which to build.

Outcomes

Outcomes for the Individual Teacher

Some of the areas in which growth occurred were: Curriculum innovation, classroom teaching strategies, and leadership. In many cases a positive communication style shift was noted as a result of the process. For a few teachers the Extended Evaluation has resulted in a new position. For every teacher engaged in the process, professional development is observable.

A renewed interest in a greater variety of teaching strategies was evidenced as an outcome of the workshops on teacher effectiveness, and the consultants' classroom observations. Veteran teachers enjoyed trying new techniques aimed at students' learning styles. Conversations among faculty members often centered on elements of lesson design, student motivation, and developing thinking skills.

The evaluation process provided teachers with opportunities to observe curricula in other schools and re-write their own existing curricula. Innovations such as expanded use of the computer in English and Science classes resulted from the study of research and resources.

The introspection encouraged by mentors led to changes in leadership style and interpersonal relationships. The relatively unbiased eyes of an outsider helped teachers to see areas needing improvement that had gone unattended. At the high school, some rivalry and isolation is being replaced by inter- and intra-departmental cooperation and partnership.

Finally, all the teachers who successfully completed the evaluation have said that the process, although time consuming and at times stressful, was beneficial to them. They acknowledged they had learned a lot about themselves as well as some of the latest research in education. Many admitted they had completed projects they had meant to do for a long time but had just put off. The impetus of the external consultant and Extended Evaluation was what was needed to prod them into action.

Factors Important to Success

1. The teacher must have ownership. He should be given major responsibility for not only meeting deadlines, but for seeing that the evaluation provides him with what is needed for continued professional growth and advancement.

2. The consultant must "match" the teacher. Expertise in one or more of the teacher's major objectives is crucial. Also desirable are skills in observing, conferencing, and counseling. The probability of a symbiotic relationship must be high.

3. Team support should be felt. The combination of internal and external team members provides a fresher, more objective climate than could exist with internal staff alone. At the same time, external change agents most likely would not succeed without the support of the principal and the District Evaluation Coordinator.

4. The District Evaluation Coordinator should facilitate the process for the teacher. This role is critical in that she is a non- threatening peer available to re-explain, reassure, suggest, and even help with paper work.

5. The University/School District Coordinator must be acceptable to both teachers and administrators. Successful experience in school supervision as well as curriculum and instruction gives credibility to the role. Skills in planning, implementing, and communicating are essential.

6. There should be a history of trust in the District administration. The "track record" of the Superintendent in effecting positive change and in dealing openly with the Board of Education, the principals, and the teachers provides the backdrop for successful innovation.

Benefits to The University

1. Professors applied and sharpened their skills of analyzing and prescribing the needs of experienced elementary and secondary teachers, applying both research and knowledge of effective practices going on in other area schools. Many were motivated to master the skill of performance based teacher evaluation.

2. University faculty increased their understanding of district level teachers responsibilities and expectations. Working with a teacher, students, and supervisors for several months gave insights not possible through one-shot inservice presentations.

3. College and university courses taught by the consultants were undoubtedly enriched through being able to relate theory to this intensive on-site practical experience. Professors could give information to prospective teachers and to graduate students on Career Ladders.

4. The university teacher education program and faculty were seen as being understanding and practical, not just research-based. Several teachers are enrolled in post-masters courses as well as in doctoral programs.

5. "A strong basis for a continuing but evolving synergistic relationship between UMSL and the Clayton District has been established." (House, 1986)

Benefits to the School District

1. Most evaluatees now view evaluation as something substantive and beneficial, as opposed to nonspecific and routine.

2. Principals are beginning to feel that the responsibility for supervision and evaluation can be shared by both faculty and university personnel.

3. Many teachers and programs are being revitalized as a result of teacher introspection, study of research, and an impetus to make needed changes.

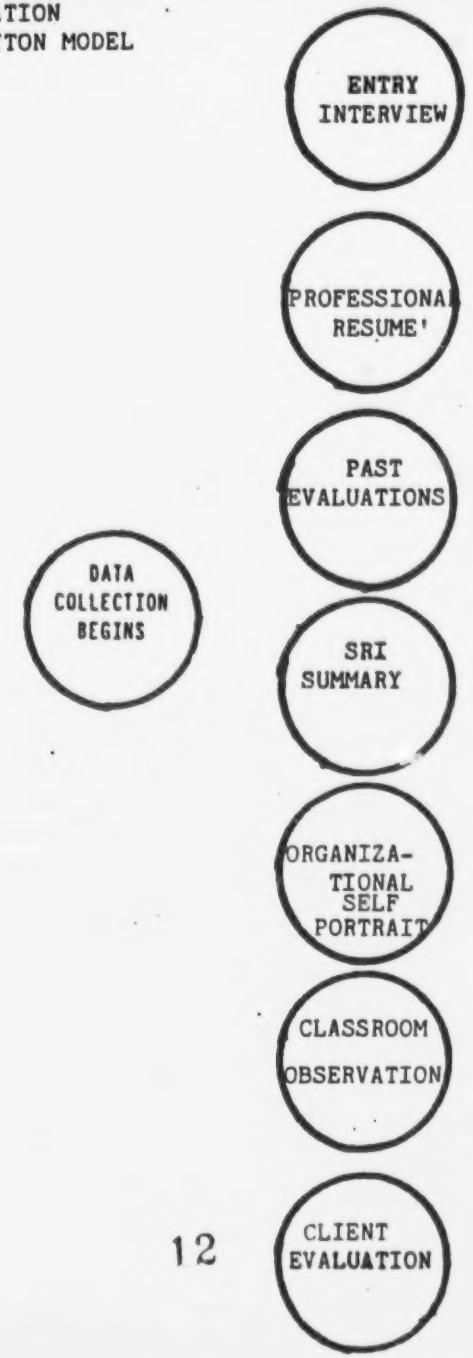
4. The District now has "a model" of process and content for the Extended Evaluation which is specified in the Career Ladder Plan as a prerequisite to appointments to Career Ladder Positions scheduled to begin in the 1987-88 school year.

Appendix

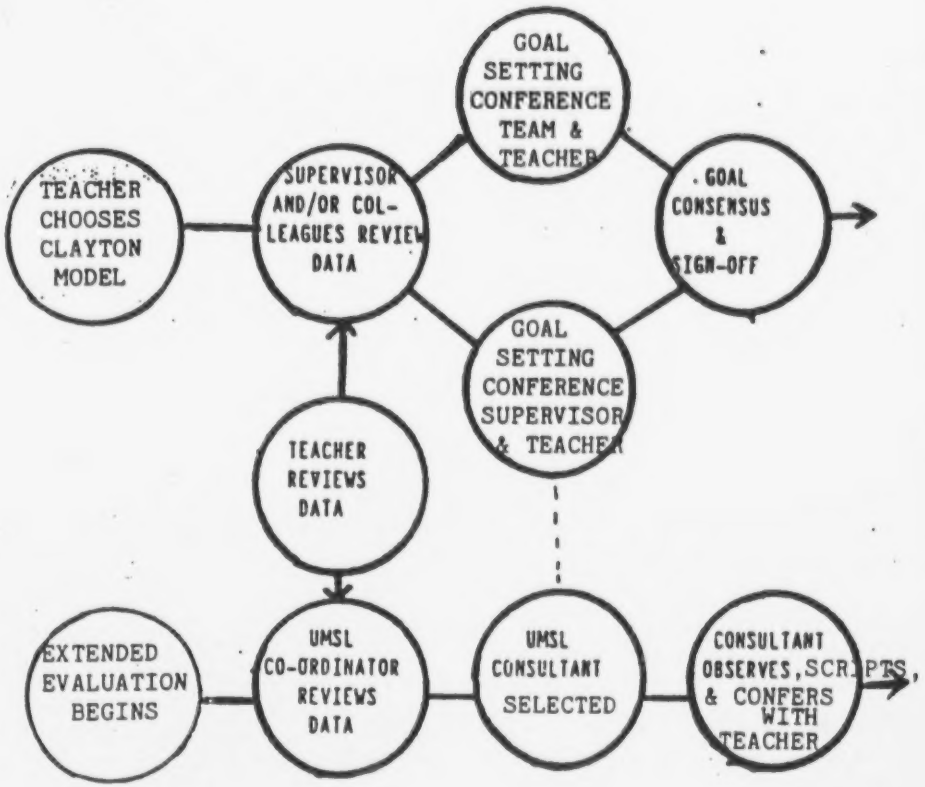
EXTENDED STATUS CAREER LADDER EVALUATION
THE UMSL/CLAYTON MODEL

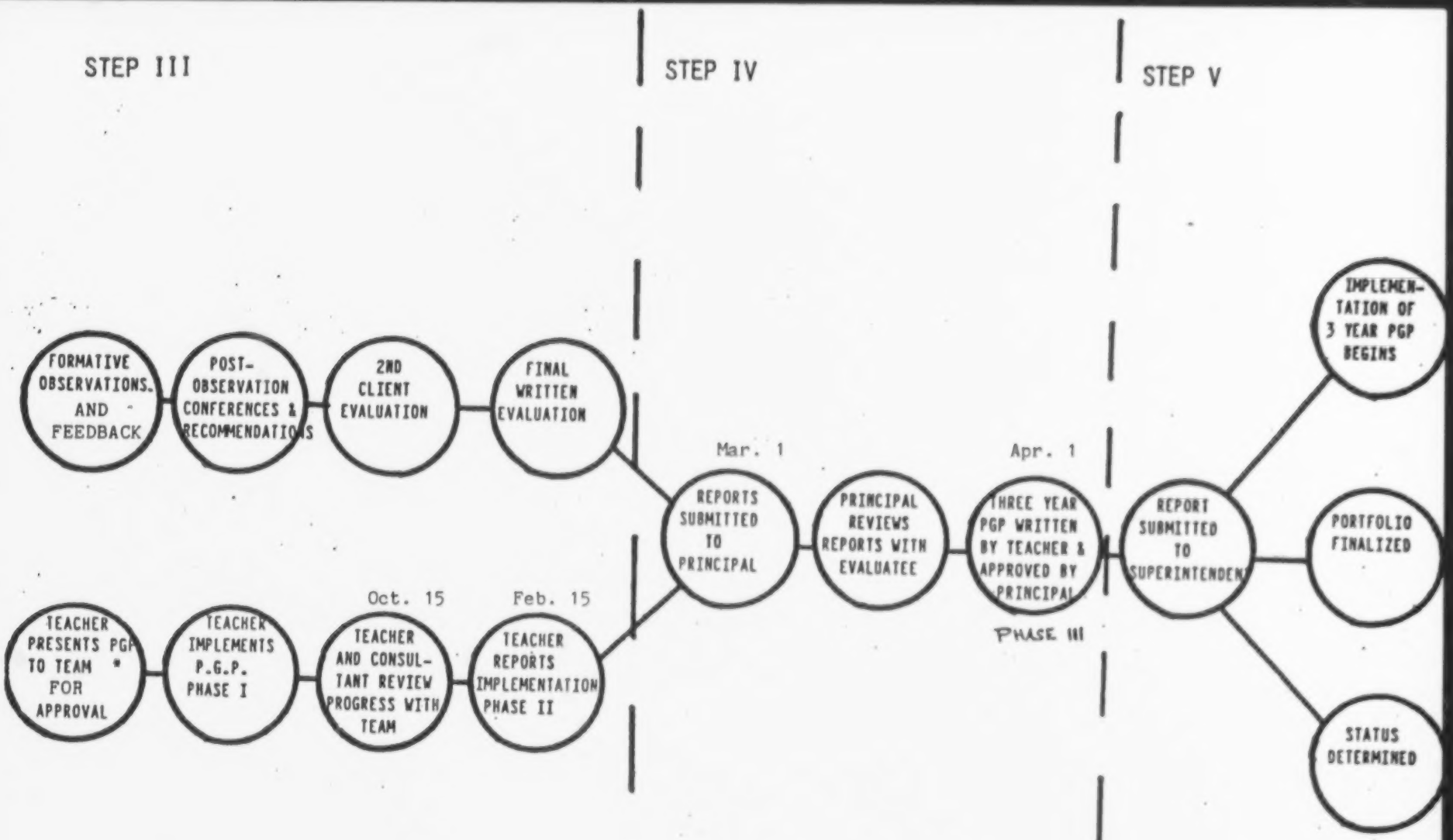
DATA BASE

STEP I



STEP II


GOAL SETTING CONFERENCE TEAM & TEACHER
TEACHER CHOOSES CLAYTON MODEL
SUPERVISOR AND/OR COL-LEAGUES REVIEW DATA
GOAL CONSENSUS & SIGN-OFF
GOAL SETTING CONFERENCE SUPERVISOR & TEACHER
TEACHER REVIEWS DATA
EXTENDED EVALUATION BEGINS
UMSL CO-ORDINATOR REVIEWS DATA
UMSL CONSULTANT SELECTED
CONSULTANT OBSERVES, SCRIPTS, & CONFERS WITH TEACHER



*. Team
Consists of:

Teacher
Principal
Consultant
Clayton Evaluation Coordinator
UMSL Evaluation Coordinator

References

Alfonso, R., Firth, G., and Neville, R. **Instructional Supervision: A Behavior System.** Boston: Allyn and Bacon, 1981.

Brown, D., Nance, E., Richardson, L., Schnell, T., and Trojcak, D. **Career Teacher Professional Assessment Plan - for The School District of Clayton.** St.Louis: University of Missouri - St.Louis, July, 1985. (Unpublished)

House,G. D. **Effects of 1985-1986 UMSL-Sponsored Activities on the Clayton School District and UMSL's Reputation in the District.** St.Louis: University of Missouri - St.Louis, May, 1986. (Unpublished)

Magrath, C.P. (Chair) National Commission for Excellence in Teacher Education. **A Call for Change in Teacher Education.** Washington, D. C.: The American Association of Colleges for Teacher Education, February, 1985.

Mallory, A. L. **Guidelines for Performance Based Teacher Evaluation in Missouri.** Jefferson City, Missouri: Missouri Department of Elementary and Secondary Education, June 1984.

Oliva, P.F. **Supervision for Today's Schools.** New York: Longman, 1984.

_____**School District of Clayton Career Ladder Salary Plan.** Clayton, Missouri: School District of Clayton, Spring 1985. (Unpublished)